Instructor: Nate Monroe

Contact Information: I am usually in room 210 before regular school hours and after school. I am also in room 210 during my regularly scheduled conference/planning period.

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Course Description: English Composition (3-0). Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings. Prerequisites: Completion of English Texas Success Initiative (TSI) requirements.

Course Structure: Five class meetings per week in room 210.

Credit: 3 semester hours

Required Textbooks: All of the necessary texts for this course may be accessed online.

  ● In Cold Blood by Truman Capote by Truman Capote by Truman Capote
  ● Holt McDougal Literature Grade 11.

Learning Outcomes: Upon completing English 1301, students should be able to:

  ● understand the nature of the writing process and use all its phases in writing
  ● understand the principles of audience analysis and adapt language, structure, and detail to the needs of specific readers;
  ● understand basic prose structures and apply them on the sentence, paragraph, and essay level so that readers can easily understand the writer’s purpose and follow the progression of ideas;
  ● generate sufficient and appropriate detail to convince readers of the validity of the thesis;
  ● be sensitive and attentive to language, applying principles of style and tone to enhance the appeal of essays; and
  ● write prose largely free of errors in grammar, diction, usage, and mechanic
Angelo State University Core Curriculum Objectives for English 1301 and Related Course Assessments: Students in English 1301 will practice the following core curriculum learning objectives in critical thinking, communication, teamwork, and personal responsibility. Students will then demonstrate their capabilities in these objectives by writing a variety of essays.

Critical Thinking: Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by employing problem-solving strategies that generate positions and arguments and by examining the basic principles of information-gathering to support a thesis.

Students will then develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions by analyzing and evaluating their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.

Communication: Students will develop, interpret, and express ideas through effective written communication by taking into consideration audience, purpose, circumstances relevant to written communication, by using relevant and appropriate content for the specific rhetorical situation in order to express their purpose(s) effectively.

Teamwork: Students will consider different viewpoints as members of a team by working toward a shared purpose or goal with members of their team and by creating and evaluating their peers’ drafts, presentations, and arguments.

Students will work effectively with others to support and accomplish a shared goal by devoting efforts to team task, interacting with others, contributing to the team, and resolving and synthesizing divergent viewpoints within a group.

Personal responsibility: Students will demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision making by identifying their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making and by recognizing possible consequences of their decisions.

Grading Policy: The grading policy will be the same as that of AISD. This policy can be found on the district website and in the Student Handbook.

Student Conduct and University Policies: Students are expected to follow all classroom policies listed in the course syllabus. District-wide policies can be found in the Code of Conduct on the district website.

- General Student Conduct Statement: Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are prohibited from making offensive remarks,
reading material not related to class, sleeping, or engaging in any other form of
distraction. Inappropriate behavior in the classroom shall result, at a minimum, in
a request to leave class. A more detailed list of inappropriate behaviors is found
in the Student Code of Conduct.

- **Student Technology Use in Classroom Policy:** Use of communication
devices, including but not limited to cell phones, is encouraged during class.
Laptops may be used for research, note-taking, or composing only, however. Any
exception to this policy may be granted at the discretion of the instructor. Use of
any communication device or data storage device during a test, unless express
permission has been granted by the instructor, may result in a charge of
academic dishonesty.

**Course Content:** College-level courses may include controversial, sensitive, and/or
adult material. Students are expected to have the readiness for college-level rigor and
content.

**Academic Honesty:** Angelo State University students shall maintain complete honesty
and integrity in their academic pursuits. The University expects all students to engage
in all academic pursuits in a manner that is above reproach and to maintain complete
honesty and integrity in the academic experiences both in and out of the classroom.
The AISD Grading Policy will be followed with regard to any infraction involving
academic dishonesty.

**Accommodations for Students with Disabilities:** The AISD Grading Policy will be
followed with regard to any student who needs accommodations.

**Attendance:** The attendance policy for the course will follow the attendance policy of
AISD, which can also be found in the AISD Student Code of Conduct.

**Changes to the Syllabus:** The schedule and procedures in this syllabus are subject to
change if deemed appropriate by the instructor.
Dual Credit ENGL1301/Advanced Placement English Language and Composition Syllabus

Week One
Day One
Wednesday, August 22
First Day of School
First Day of the First Six Weeks Grading Period

Objective:
- The student will read and discuss procedural documents.
- The student will read and discuss excerpts from literature.

Resources:
- The Phoenix Pages
- Peterson's AP English Language and Composition Study Guide
- from "The Idea of a University" by John Henry Cardinal Newman
- Dual Credit ENGL1301/Advanced Placement English Language and Composition Syllabus
- Google Drive
- Schoology

Activities/Procedures:
- The students will review and discuss the AP Course Contract.
- The students will review and discuss The Phoenix Pages, Peterson's AP English Language and Composition Study Guide, and the Dual Credit ENGL1301/Advanced Placement English Language and Composition Syllabus.
- The students will read and discuss from The Idea of a University by John Henry Cardinal Newman and an excerpt from Zen and the Art of Motorcycle Maintenance: An Inquiry into Values by Robert Pirsig.

Closure:
The students will write a resolution for the course in which they take one of the ideas from from The Idea of a University by John Henry Cardinal Newman or the excerpt from Zen and the Art of Motorcycle Maintenance: An Inquiry into Values by Robert Pirsig and use it for inspiration. This resolution will be stored in Google Drive in a Google Doc entitled English III Musings. The resolutions will be shared with the class.

Writing:
The resolution for the course will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

Evaluation:
None

Differentiation:

Day Two
Thursday, August 23
In Cold Blood by Truman Capote

Objective:
The student will demonstrate mastery of the summer reading assignment.
The student will read a passage and answer questions over the passage.

Resources:
- *In Cold Blood by Truman Capote Test*
- *In Cold Blood by Truman Capote Online Test*
- *Peterson's AP English Language and Composition Study Guide*
- Google Drive
- Schoology

Activities/Procedures:
- The students will take the test over the summer reading novel *In Cold Blood* by Truman Capote. The test requires that the students know details from the entire novel. It is a written test.
- The students will complete Practice Test I: Diagnostic Section I Questions 1-11 pages 33-36 in Peterson’s AP English Language and Composition. The students will create a Google Doc in which they will record their answers to the questions. They may work together to answer the questions. Once they have completed the questions, the students will check their answers with the key, record which questions they miss by marking them red, and submit the document to Turnitin.com. The students will study the rationale for the answers to determine why they missed the questions they missed.

Writing:
The students will answer the short answer questions on the *In Cold Blood* by Truman Capote test in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Closure:
The students will review as a class the answers to the *In Cold Blood* by Truman Capote Test.

Evaluation:
- The *In Cold Blood* by Truman Capote Test will be graded for accuracy.
- The Practice Test I: Diagnostic Section I Questions 1-11 questions will be graded for accuracy, and the grade will be curved accordingly.

Differentiation:

Day Three
Friday, August 24
AP English Language and Composition Exam Preparation
The Practice Test I: Diagnostic Section I Questions 1-11 questions are due today.

Objective:
- The student will view a presentation on Understanding Plagiarism, Group Work, and Collaboration.
- The student will read expository texts and discuss them with others.

Resources:
- *ATEMS Academic Honesty Commitment 2017-2018 Contract*
- Understanding Plagiarism Group Work, and Collaboration
- *Peterson's AP English Language and Composition*
- Google Drive
- Schoology
- turnitin.com
Activities/Procedures:

- The students will view a presentation on Understanding Plagiarism, Group Work, and Collaboration and will sign the ATEMS Academic Honesty Commitment 2016-17 Contract indicating that they understand the policies regarding plagiarism, group work, and collaboration at ATEMS.
- The students will read and discuss expectations for Question 3 on the AP English Language and Composition Exam. The students will read Peterson’s AP English Language and Composition “About the Free Response and Synthesis Essays” pages 105-110 together and discuss the information in this chapter in preparation for writing their first Timed Writing in class on Tuesday, August 28.
- The students will complete Practice Test I: Diagnostic Section I Questions 1-11 pages 33-36 in Peterson’s AP English Language and Composition. The students will create a Google Doc in which they will record their answers to the questions. They may work together to answer the questions. Once they have completed the questions, the students will check their answers with the key, record which questions they miss by marking them red, record how many they missed at the top of the document, and submit the document to Turnitin.com. The students will study the rationale for the answers to determine why they missed the questions they missed.

Closure:
The students will review questions from Practice Test I: Diagnostic Section I Questions 1-11 pages 33-36 in Peterson’s AP English Language and Composition and discuss strategies for answering the questions together as a class.

Writing:
None

Evaluation:
None

Differentiation:

Week Two
Day Four
Monday, August 27
First Day of Classes at Angelo State University
AP English Language and Composition Exam Preparation

Objective:
The student will write a persuasive argument.

Resources:
- 2012 AP English Language and Composition Practice Exam
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
The students will write their first In Class Timed Writing over Question 3 from the 2012 AP English Language and Composition Practice Exam.

Closure:
The students will discuss as a class the writing prompt for Question 3 from the 2012 AP English Language and Composition Practice Exam.

**Writing:**
The In Class Timed Writing over Question 3 from the 2012 AP English Language and Composition Practice Exam will be written in complete sentences with proper capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
The In Class Timed Writing over Question 3 from the 2012 AP English Language and Composition Practice Exam will be scored according to the AP Scoring Rubric.

**Differentiation:**

**Day Five**
**Tuesday, August 28**
**AP English Language and Composition Exam Preparation**

**Objective:**
The student will write a persuasive argument.

**Resources:**
- 2012 AP English Language and Composition Practice Exam
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
The students will write their first In Class Timed Writing over Question 3 from the 2012 AP English Language and Composition Practice Exam.

**Closure:**
The students will discuss as a class the writing prompt for Question 3 from the 2012 AP English Language and Composition Practice Exam.

**Writing:**
The In Class Timed Writing over Question 3 from the 2012 AP English Language and Composition Practice Exam will be written in complete sentences with proper capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
The In Class Timed Writing over Question 3 from the 2012 AP English Language and Composition Practice Exam will be scored according to the AP Scoring Rubric.

**Differentiation:**

**Day Six**
**Wednesday, August 29**
**In Cold Blood by Truman Capote**

**Objective:**
- The student will read and discuss poetry.
The student will discuss how two works of literature can be paired for effect.
The student will discuss rhetoric and the rhetorical appeals.
The student will annotate a passage from American nonfiction looking for ethical appeals.

Resources:
- "Ballade des Pendus" by Francois Villon
- Introduction to Rhetoric
- "In Cold Blood by Truman Capote" by Truman Capote
- "In Cold Blood by Truman Capote" by Truman Capote Opening Passage
- Schoology
- Google Drive

Activities/Procedures:
- The students will be given hard copies of the poem "Ballade des Pendus" by Francois Villon. The students will read the poem together and will discuss it as a class. The students will discuss how the poem relates to the summer reading novel In Cold Blood by Truman Capote.
- The students will view and discuss the Introduction to Rhetoric Google Slides Presentation.
- The students will be given a hard copy of the opening passage of In Cold Blood by Truman Capote. The students will read and discuss this passage and will annotate it either on the hard copy or in their own copies of the book looking for Ethical Appeals which help establish Capote’s trustworthiness and credibility.

Closure:
The students will record their responses to the poem “Ballade des Pendus” by Francois Villon and the opening passage of In Cold Blood by Truman Capote in the Google Document entitled English III Musings. The response will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage. The responses will be shared with the class.

Writing:
The response to the poem “Ballade des Pendus” by Francois Villon and the opening passage of In Cold Blood by Truman Capote will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

Evaluation:
None

Differentiation:

Day Seven
Thursday, August 30

In Cold Blood by Truman Capote

Objective:
- The student will discuss rhetoric and the rhetorical appeals.
- The student will annotate a passage from American nonfiction looking for ethical appeals.

Resources:
- Introduction to Rhetoric
- In Cold Blood by Truman Capote
- In Cold Blood by Truman Capote Opening Passage
- Google Drive
- Schoology
- turnitin.com
Activities/Procedures:
- The students will continue to discuss the Introduction to Rhetoric Google Slides Presentation.
- The students will continue to read and discuss the opening passage of *In Cold Blood* by Truman Capote and will annotate it either on the hard copy or in their own copies of the book looking for Ethical Appeals which help establish Capote’s trustworthiness and credibility.

Closure:
The students will expand on their responses to the poem “Ballade des Pendus” by Francois Villon and the opening passage of *In Cold Blood* by Truman Capote in the Google Document entitled English III Musings. The response will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage. The responses will be shared with the class.

Writing:
The response to the poem “Ballade des Pendus” by Francois Villon and the opening passage of *In Cold Blood* by Truman Capote will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

Differentiation:

Day Eight
Friday, August 31
*In Cold Blood* by Truman Capote

*In Cold Blood* by Truman Capote Part One Questions are due on Wednesday, September 5.

Objective:
- The student will discuss the plot of a nonfiction work of literature.
- The student will answer questions over a nonfiction work of literature.

Resources:
- *In Cold Blood* by Truman Capote Part One Questions
- *In Cold Blood* by Truman Capote
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
- The students will discuss the events that transpire in Part One of *In Cold Blood* by Truman Capote.
- The students will work alone or in groups to answer the *In Cold Blood* by Truman Capote Part One Questions. The *In Cold Blood* by Truman Capote Part One Questions are due on Wednesday, September 5.

Closure:
The students will discuss as a class questions and answers from the *In Cold Blood* by Truman Capote Part One Questions

Writing:
The *In Cold Blood* by Truman Capote Part One Questions will be answered in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

Evaluation:
The *In Cold Blood* by Truman Capote Part One Questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

**Differentiation:**

**Week Three**
**Monday, September 3**
**Labor Day Holiday**

**Day Nine**
**Tuesday, September 4**
**Angelo State University Visit**
**In Cold Blood by Truman Capote**

The *In Cold Blood* by Truman Capote Part One Questions are due on Wednesday, September 5.

**Objective:**
- The student will discuss the background of a nonfiction work of literature.
- The student will answer questions over a nonfiction work of literature.

**Resources:**
- *In Cold Blood* by Truman Capote Part One Questions
- "The Story behind a Nonfiction Novel" by George Plimpton
- *In Cold Blood* by Truman Capote
- Google Drive
- Schoology
- turnitin.com

**Activities/Procedures:**
- The students will discuss the events that led Truman Capote to write *In Cold Blood*. They will read and discuss "The Story behind a Nonfiction Novel" by George Plimpton.
- The students will work alone or in groups to answer the *In Cold Blood* by Truman Capote Part One Questions. The *In Cold Blood* by Truman Capote Part One Questions are due on Wednesday, September 5.

**Closure:**
The students will discuss as a class questions and answers from the *In Cold Blood* by Truman Capote Part One Questions

**Writing:**
The *In Cold Blood* by Truman Capote Part One Questions will be answered in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

**Evaluation:**
The *In Cold Blood* by Truman Capote Part One Questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

**Differentiation:**

**Day Ten**
**Wednesday, September 5**
**In Cold Blood by Truman Capote**
The *In Cold Blood* by Truman Capote Part One Questions are due today.
The *In Cold Blood* Persons Unknown questions are due on Monday, September 10.

**Objective:**
- The student will discuss the background of a nonfiction work of literature.
- The student will answer questions over a nonfiction work of literature.

**Resources:**
- *In Cold Blood* Persons Unknown
- *In Cold Blood* by Truman Capote Part One Questions
- "The Story behind a Nonfiction Novel" by George Plimpton
- *In Cold Blood* by Truman Capote
- Google Drive
- Schoology
- turnitin.com

**Activities/Procedures:**
- The students will discuss the events that led Truman Capote to write *In Cold Blood*. They will read and discuss "The Story behind a Nonfiction Novel" by George Plimpton.
- The students will work alone or in groups to answer the *In Cold Blood* Persons Unknown questions. The *In Cold Blood* Persons Unknown questions are due on Monday, September 10.

**Closure:**
The students will write a response to the events which led Truman Capote to write *In Cold Blood* and "The Story behind a Nonfiction Novel" by George Plimpton in the Google Document entitled English III Musings. The response will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage. The responses will be shared with the class.

**Writing:**
- The *In Cold Blood* by Truman Capote Persons Unknown questions will be answered in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.
- The response to the events which led Truman Capote to write *In Cold Blood* and "The Story behind a Nonfiction Novel" by George Plimpton will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

**Evaluation:**
The *In Cold Blood* Persons Unknown questions will be graded for content and for complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

**Differentiation:**

**Day Eleven**
**Thursday, September 6**

**Social Issues Research Paper**
The Social Issues Research Paper is due on Monday, October 1.
The *In Cold Blood* Persons Unknown questions are due on Monday, September 10.
The Social Issues Research Paper Research Question is due today.

**Objective:**
- The student will consider a social issue to research for a research paper.
- The student will discuss how to write a Research Question.
- The student will discuss how to write a Thesis Statement.
Resources:
- The Norton Field Guide to Writing
- Purdue Owl
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
- The students will read about and discuss how to write a Research Question and a Thesis Statement for a research paper.
- The students will discuss a research question for their particular topic.
- The students will write a research question in a complete sentence with proper capitalization, punctuation, spelling, grammar, and usage.

Closure:
The students will share their Social Issues Research Paper Research Question with the class.

Writing:
The students will write a Research Question and a Thesis Statement in complete sentences with proper capitalization, punctuation, spelling, grammar, and usage.

Evaluation:
The Research Question and Thesis Statement will be graded for content and for complete sentences with proper capitalization, punctuation, spelling, grammar, and usage.

Differentiation:

Day Twelve
Friday, September 7
Mr. Monroe will not be here today.

Social Issues Research Paper
The Social Issues Research Paper is due on Monday, October 1.
The In Cold Blood Persons Unknown questions are due on Monday, September 10.
The Social Issues Research Paper Annotated Bibliography is due on Friday, September 14.

Objective:
- The student will discuss how to create an Annotated Bibliography.
- The student will discuss how to find sources.

Resources:
- The Norton Field Guide to Writing
- Purdue Owl
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
The students will read about and discuss how to create an Annotated Bibliography for a research paper. The students will discuss how to research their particular topic. The students will begin creating an Annotated Bibliography for the Social Issues Research Paper. The Annotated Bibliography will be graded for content and format.
Closure:
The students will share their Social Issues Research Paper Thesis Statement with the class.

Writing:
The students will create an Annotated Bibliography for their Research Paper using the correct MLA format.

Evaluation:
The Social Issues Research Paper Annotated Bibliography will be graded for content and for the correct MLA format.

Differentiation:

Week Four
Day Thirteen
Monday, September 10

Social Issues Research Paper

The In Cold Blood Persons Unknown questions are due today.
The Social Issues Research Paper is due on Monday, October 1.
The Social Issues Research Paper Annotated Bibliography is due on Friday, September 14.

Objective:
● The student will discuss how to create an Annotated Bibliography.
● The student will discuss how to find sources.

Resources:
● The Norton Field Guide to Writing
● Purdue Owl
● Google Drive
● Schoology
● turnitin.com

Activities/Procedures:
The students will read about and discuss how to create an Annotated Bibliography for a research paper. The students will discuss how to research their particular topic. The students will begin creating an Annotated Bibliography for the Social Issues Research Paper. The Annotated Bibliography will be graded for content and format.

Closure:
The students will continue to share their Social Issues Research Paper Thesis Statement with the class.

Writing:
The students will create an Annotated Bibliography for their Research Paper using the correct MLA format.

Evaluation:
The Social Issues Research Paper Annotated Bibliography will be graded for content and for the correct MLA format.

Differentiation:
Day Fourteen
Tuesday, September 11
Social Issues Research Paper
The Social Issues Research Paper is due on Monday, October 1.
The Social Issues Research Paper Annotated Bibliography is due on Friday, September 14.
The *In Cold Blood* Persons Unknown questions are due today.

Objective:
- The student will discuss how to create an Annotated Bibliography.
- The student will discuss how to find sources.

Resources:
- [The Norton Field Guide to Writing](#)
- [Purdue Owl](#)
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
The students will read about and discuss how to create an Annotated Bibliography for a research paper. The students will discuss how to research their particular topic. The students will begin creating an Annotated Bibliography for the Social Issues Research Paper. The Annotated Bibliography will be graded for content and format.

Closure:
The students will discuss their experiences with the Angelo State University library in creating an Annotated Bibliography for their Social Issues Research Paper.

Writing:
The students will create an Annotated Bibliography for their Research Paper using the correct MLA format.

Evaluation:
The Social Issues Research Paper Annotated Bibliography will be graded for content and for the correct MLA format.

Differentiation:

Week Four
Day Fifteen
Wednesday, September 12
*In Cold Blood* by Truman Capote
The Social Issues Research Paper is due on Monday, October 1.
The Social Issues Research Paper Annotated Bibliography is due on Friday, September 14.

Objective:
- The student will read and discuss with the class the article "The Story behind a Nonfiction Novel" by George Plimpton.
- The student will read and discuss the short story "A Christmas Memory" by Truman Capote.

Resources:
- "[The Story behind a Nonfiction Novel]" by George Plimpton
- *In Cold Blood* and “A Christmas Memory”
- Online Text of “A Christmas Memory” by Truman Capote
- Audio Recording of “A Christmas Memory” by Truman Capote
- Google Drive
- Schoology
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss the article “The Story behind a Nonfiction Novel” by George Plimpton.
- The students will read and discuss the short story “A Christmas Memory” by Truman Capote.
- The students will listen to an audio recording of the short story “A Christmas Memory” by Truman Capote.

**Closure:**
The students will write a response to the first part of the short story “A Christmas Memory” by Truman Capote in the Google Doc entitled English III Musings. The response will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage. The responses will be shared with the class.

**Writing:**
The response to the first part of the short story “A Christmas Memory” by Truman Capote will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

**Evaluation:**
None

**Differentiation:**

**Day Sixteen**
**Thursday, September 13**

*In Cold Blood* by Truman Capote

The Social Issues Research Paper is due on Monday, October 1.
The Social Issues Research Paper Annotated Bibliography is due tomorrow.

**Objective:**
- The student will read and discuss with the class the article "The Story behind a Nonfiction Novel" by George Plimpton.
- The student will read and discuss the short story "A Christmas Memory" by Truman Capote.

**Resources:**
- "The Story behind a Nonfiction Novel" by George Plimpton
- *In Cold Blood* and “A Christmas Memory”
- Online Text of “A Christmas Memory” by Truman Capote
- Audio Recording of “A Christmas Memory” by Truman Capote
- Google Drive
- Schoology
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss the article “The Story behind a Nonfiction Novel” by George Plimpton.
- The students will read and discuss the short story "A Christmas Memory" by Truman Capote.
The students will listen to an audio recording of the short story “A Christmas Memory” by Truman Capote.

Closure:
The students will elaborate on their response to the short story “A Christmas Memory” by Truman Capote in the Google Doc entitled English III Musings. The response will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage. The responses will be shared with the class.

Writing:
The response to short story “A Christmas Memory” by Truman Capote will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

Evaluation:
None

Differentiation:

Day Seventeen
Friday, September 14

*In Cold Blood by Truman Capote*

The Social Issues Research Paper is due on Monday, October 1.
The Social Issues Research Paper Annotated Bibliography is due today.

Objective:
- The student will read and discuss with the class the article “The Story behind a Nonfiction Novel” by George Plimpton.
- The student will read and discuss the short story "A Christmas Memory" by Truman Capote.

Resources:
- “The Story behind a Nonfiction Novel” by George Plimpton
- *In Cold Blood and "A Christmas Memory"
- Online Text of “A Christmas Memory”
- Audio Recording of “A Christmas Memory” by Truman Capote
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
- The students will read and discuss the article “The Story behind a Nonfiction Novel” by George Plimpton.
- The students will read and discuss the short story "A Christmas Memory" by Truman Capote.
- The students will listen to an audio recording of the short story “A Christmas Memory” by Truman Capote.

Closure:
The students will elaborate on their response to the short story "A Christmas Memory" by Truman Capote in the Google Doc entitled English III Musings. The response will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage. The responses will be shared with the class.

Writing:
The response to short story "A Christmas Memory" by Truman Capote will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

Evaluation:
None

Differentiation:

Week Five
Day Eighteen
Monday, September 17

*In Cold Blood* by Truman Capote

The Social Issues Research Paper is due on Monday, October 1.
The *In Cold Blood* and "A Christmas Memory" Assignment is due on Friday, September 21.

Objective:
- The student will read and discuss the short story "A Christmas Memory" by Truman Capote.
- The student will work on the *In Cold Blood* and "A Christmas Memory" Assignment.

Resources:
- *In Cold Blood* and "A Christmas Memory"
- Online Text of "A Christmas Memory" by Truman Capote
- Audio Recording of "A Christmas Memory" by Truman Capote
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss the short story "A Christmas Memory" by Truman Capote.
- The students will listen to an audio recording of the short story "A Christmas Memory" by Truman Capote.
- The students will work on the *In Cold Blood* and "A Christmas Memory" Assignment.

Closure:
The students will discuss a class their answers to questions from the *In Cold Blood* and "A Christmas Memory" Assignment.

Writing:
The students will each make a copy of the *In Cold Blood* and "A Christmas Memory" Assignment. They will answer the questions on the assignment in complete sentences with correct spelling, capitalization, usage, and grammar.

Evaluation:
The answers on the *In Cold Blood* and "A Christmas Memory" Assignment will be graded for content and for complete sentences with correct spelling, capitalization, usage, and grammar.

Differentiation:

Day Nineteen
Tuesday, September 18

*In Cold Blood* by Truman Capote

The Social Issues Research Paper is due on Monday, October 1.
The *In Cold Blood* and "A Christmas Memory" Assignment is due on Friday, September 21.

**Objective:**
The student will read and discuss literary criticism.

**Resources:**
- "A Cold Manipulation of Language" by Melissa Noel
- Google Drive
- Schoology
- turnitin.com

**Activities/Procedures:**
The students will read and discuss "A Cold Manipulation of Language" by Melissa Noel.

**Closure:**
The students will write a response to "A Cold Manipulation of Language" by Melissa Noel in the Google Doc entitled English III Musings. The response will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage. The responses will be shared with the class.

**Writing:**
The response to "A Cold Manipulation of Language" by Melissa Noel will be written in complete sentences with correct capitalization, punctuation, spelling, grammar, and usage.

**Assessment:**
None

**Differentiation:**

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**Day Twenty**
**Wednesday, September 19**

**Social Issues Research Paper**
The Social Issues Research Paper is due on Monday, October 1. The *In Cold Blood* and "A Christmas Memory" Assignment is due on Friday, September 21.

**Objective:**
The student will continue to discuss how to write a research paper.

**Resources:**
- Research Paper Scoring Rubric
- *The Norton Field Guide to Writing*
- Purdue Owl
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
The students will discuss how to write the Introductory Paragraph to their Social Issues Research Paper over a social issue.

**Closure:**
The students will share samples of the Introductory Paragraph to their Social Issues Research Paper with the class.
Writing:
The students will write the Introductory Paragraph to their Social Issues Research Paper over a social issue in complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

Evaluation:
The Introductory Paragraph to the Social Issues Research Paper over a social issue will be graded for format, content, and complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

Differentiation:

Day Twenty-One
Thursday, September 20
Social Issues Research Paper
The Social Issues Research Paper is due on Monday, October 1.
The *In Cold Blood* and *"A Christmas Memory"* Assignment is due on Friday, September 21.

Objective:
The student will continue to discuss how to write a research paper.

Resources:
- Research Paper Scoring Rubric
- The Norton Field Guide to Writing
- Purdue Owl
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
The students will discuss how to write Body Paragraphs to their Social Issues Research Paper over a social issue.

Closure:
The students will share samples of the Introductory Paragraph to their Social Issues Research Paper with the class.

Writing:
The students will write the Body Paragraphs to their Social Issues Research Paper over a social issue in complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

Evaluation:
The Body Paragraphs to the Social Issues Research Paper over a social issue will be graded for format, content, and complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

Differentiation:

Day Twenty-Two
Friday, September 21
Mr. Monroe will not be here today.
Social Issues Research Paper
The Social Issues Research Paper is due on Monday, October 1.
The *In Cold Blood* and "A Christmas Memory" Assignment is due today.

**Objective:**
The student will continue to discuss how to write a research paper.

**Resources:**
- Research Paper Scoring Rubric
- The Norton Field Guide to Writing
- Purdue Owl
- Google Drive
- Schoology
- turnitin.com

**Activities/Procedures:**
The students will continue to discuss how to write Body Paragraphs to their Social Issues Research Paper over a social issue.

**Closure:**
The students will share samples of the Introductory Paragraph to their Social Issues Research Paper with the class.

**Writing:**
The students will continue to write the Body Paragraphs to their Social Issues Research Paper over a social issue in complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

**Evaluation:**
The Body Paragraphs to the Social Issues Research Paper over a social issue will be graded for format, content, and complete sentences with correct spelling, punctuation, capitalization, grammar, and usage.

**Differentiation:**

**Week Six**
**Day Twenty-Three**
**Monday, September 24**

*The Scarlet Letter* by Nathaniel Hawthorne

The Social Issues Research Paper is due on Monday, October 1. The “Sinners in the Hands of an Angry God” After Reading Questions 1-8 are due on Friday, September 28.

**Objective:**
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will answer questions about historical texts.

**Resources:**
- *The Scarlet Letter by Nathaniel Hawthorne* online text
- "The Minister's Black Veil" by Nathaniel Hawthorne
- from "Sinners in the Hands of an Angry God"
- Google Drive
- Schoology
- turnitin.com
Activities/Procedures:
- The students will read and discuss as a class "The Minister's Long Black Veil" by Nathaniel Hawthorne and an excerpt of "Sinners in the Hands of an Angry God" by Jonathan Edwards on pages 122-129 in the Holt McDougal American Literature book.
- The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

Closure:
The students will discuss answers to the After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book.

Writing:
The students will create a Google Doc with an MLA Heading and a Title. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage. The students will submit the document to turnitin on Friday, October 6.

Evaluation:
The After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book will be graded for content and for complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

Differentiation:

Day Twenty-Four
Tuesday, September 25
The Scarlet Letter by Nathaniel Hawthorne

The Social Issues Research Paper is due on Monday, October 1.
The “Sinners in the Hands of an Angry God” After Reading Questions 1-8 are due on Friday, September 28.

Objective:
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will answer questions about historical texts.

Resources:
- The Scarlet Letter by Nathaniel Hawthorne online text
- "The Minister's Black Veil" by Nathaniel Hawthorne
- from "Sinners in the Hands of an Angry God"
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
- The students will read and discuss as a class "The Minister's Long Black Veil" by Nathaniel Hawthorne and an excerpt of "Sinners in the Hands of an Angry God" by Jonathan Edwards on pages 122-129 in the Holt McDougal American Literature book.
• The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

Closure:
The students will discuss answers to the After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book.

Writing:
The students will create a Google Doc with an MLA Heading and a Title. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage. The students will submit the document to turnitin on Friday, October 6.

Evaluation:
The After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book will be graded for content and for complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

Differentiation:

Day Twenty-Five
Wednesday, September 26

The Scarlet Letter by Nathaniel Hawthorne
The Social Issues Research Paper is due on Monday, October 1.
The “Sinners in the Hands of an Angry God” After Reading Questions 1-8 are due on Friday, September 28.

Objective:
• The student will read historical texts and discuss them in class.
• The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
• The student will answer questions about historical texts.

Resources:
• The Scarlet Letter by Nathaniel Hawthorne online text
• "The Minister's Black Veil" by Nathaniel Hawthorne
• from "Sinners in the Hands of an Angry God"
• Google Drive
• Schoology
• turnitin.com

Activities/Procedures:
• The students will read and discuss as a class "The Minister's Long Black Veil" by Nathaniel Hawthorne and an excerpt of "Sinners in the Hands of an Angry God" by Jonathan Edwards on pages 122-129 in the Holt McDougal American Literature book.
• The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

Closure:
The students will discuss answers to the After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book.
Writing:
The students will create a Google Doc with an MLA Heading and a Title. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage. The students will submit the document to turnitin on Friday, October 6.

Evaluation:
The After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book will be graded for content and for complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

Differentiation:

Day Twenty-Six
Thursday, September 27
*The Scarlet Letter* by Nathaniel Hawthorne

The Social Issues Research Paper is due on Monday, October 1.
The “Sinners in the Hands of an Angry God” After Reading Questions 1-8 are due on Friday, September 28.

Objective:
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will answer questions about historical texts.

Resources:
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- “The Minister's Black Veil" by Nathaniel Hawthorne
- from "Sinners in the Hands of an Angry God"
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
- The students will read and discuss as a class "The Minister's Long Black Veil" by Nathaniel Hawthorne and an excerpt of "Sinners in the Hands of an Angry God" by Jonathan Edwards on pages 122-129 in the Holt McDougal American Literature book.
- The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

Closure:
The students will discuss answers to the After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book.

Writing:
The students will create a Google Doc with an MLA Heading and a Title. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage. The students will submit the document to turnitin on Friday, October 6.
Evaluation:
The After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book will be graded for content and for complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

Differentiation:

Day Twenty-Seven
Friday, September 28
Last Day of the First Six Weeks Grading Period

The Scarlet Letter by Nathaniel Hawthorne
The Social Issues Research Paper is due on Monday, October 1.
The “Sinners in the Hands of an Angry God” After Reading Questions 1-8 are due today.

Objective:
● The student will read historical texts and discuss them in class.
● The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
● The student will answer questions about historical texts.

Resources:
● The Scarlet Letter by Nathaniel Hawthorne online text
● “The Minister's Black Veil” by Nathaniel Hawthorne
● from “Sinners in the Hands of an Angry God”
● Google Drive
● Schoology
● turnitin.com

Activities/Procedures:
● The students will read and discuss as a class "The Minister's Long Black Veil" by Nathaniel Hawthorne and an excerpt of "Sinners in the Hands of an Angry God" by Jonathan Edwards on pages 122-129 in the Holt McDougal American Literature book.
● The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

Closure:
The students will discuss answers to the After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book.

Writing:
The students will create a Google Doc with an MLA Heading and a Title. The students will answer After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book in complete sentences with correct spelling, capitalization, punctuation, grammar, and usage. The students will submit the document to turnitin on Friday, October 6.

Evaluation:
The After Reading Questions 1-8 and the Bonus Question on page 130 in the Holt McDougal American Literature book will be graded for content and for complete sentences with correct spelling, capitalization, punctuation, grammar, and usage.

Differentiation:
Week Seven  
Day Twenty-Eight  
Monday, October 1  

First Day of the Second Six Weeks Grading Period  
*The Scarlet Letter* by Nathaniel Hawthorne  
The Social Issues Research Paper is due today.  
Group One *The Scarlet Letter* Presentation (Chapters 1-4) will be on Friday, October 5.  
*The Scarlet Letter* Chapters 1-2 Questions are due on Friday, October 12.

Objective:  
- The student will read historical texts and discuss them in class.  
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.  
- The student will read and discuss early American literature.  
- The student will work in a group to create a Google Presentation over American Literature.

Resources:  
- *The Scarlet Letter* by Nathaniel Hawthorne online text  
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 1-2 Questions  
- Google Drive  
- Schoology  
- turnitin.com

Activities/Procedures:  
- The students will read and discuss as a class “The Custom-House” and Chapters 1-2 from *The Scarlet Letter* by Nathaniel Hawthorne.  
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* Chapters 1-2. The assignment will be submitted to turnitin.com on Friday, October 12.  
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.

Closure:  
The students will discuss answers to *The Scarlet Letter* Chapters 1-2 Questions together as a class.

Writing:  
- The students will complete an assignment over Chapters 1-2 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.  
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:  
- The assignment over Chapters 1-2 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.  
- *The Scarlet Letter* Chapter Presentations will be scored for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.
Differentiation:

Day Twenty-Nine
Tuesday, October 2
*The Scarlet Letter* by Nathaniel Hawthorne

Group One *The Scarlet Letter* Presentation (Chapters 1-4) will be on Friday, October 5. *The Scarlet Letter* Chapters 1-2 Questions are due on Friday, October 12.

Objective:
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will read and discuss early American literature.
- The student will work in a group to create a Google Presentation over American Literature.

Resources:
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 1-2 Questions
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
- The students will read and discuss as a class “The Custom-House” and Chapters 1-2 from *The Scarlet Letter* by Nathaniel Hawthorne.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* Chapters 1-2. The assignment will be submitted to turnitin.com on Friday, October 12.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.

Closure:
The students will discuss answers to *The Scarlet Letter* Chapters 1-2 Questions together as a class.

Writing:
- The students will complete an assignment over Chapters 1-2 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
- The assignment over Chapters 1-2 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.
- *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.
- *The Scarlet Letter* Chapter Presentations will be scored for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Differentiation:
Day Thirty

Wednesday, October 3

*The Scarlet Letter* by Nathaniel Hawthorne

Group One *The Scarlet Letter* Presentation (Chapters 1-4) will be on Friday, October 5.

*The Scarlet Letter* Chapters 1-2 Questions are due on Friday, October 12.

**Objective:**
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will read and discuss early American literature.
- The student will work in a group to create a Google Presentation over American Literature.

**Resources:**
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 1-2 Questions
- Google Drive
- Schoology
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss as a class "The Custom-House" and Chapters 1-2 from *The Scarlet Letter* by Nathaniel Hawthorne.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* Chapters 1-2. The assignment will be submitted to turnitin.com on Friday, October 12.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.

**Closure:**
The students will discuss answers to *The Scarlet Letter* Chapters 1-2 Questions together as a class.

**Writing:**
- The students will complete an assignment over Chapters 1-2 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
- The assignment over Chapters 1-2 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.
- *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Differentiation:**

Day Thirty-One
Thursday, October 4

*The Scarlet Letter* by Nathaniel Hawthorne

Group One *The Scarlet Letter* Presentation (Chapters 1-4) will be on Friday, October 5.

*The Scarlet Letter* Chapters 1-2 Questions are due on Friday, October 12.

**Objective:**
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will read and discuss early American literature.
- The student will work in a group to create a Google Presentation over American Literature.

**Resources:**
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 1-2 Questions
- Google Drive
- Schoology
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss as a class “The Custom-House” and Chapters 1-2 from *The Scarlet Letter* by Nathaniel Hawthorne.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* Chapters 1-2. The assignment will be submitted to turnitin.com on Friday, October 12.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.

**Closure:**
The students will discuss answers to *The Scarlet Letter* Chapters 1-2 Questions together as a class.

**Writing:**
- The students will complete an assignment over Chapters 1-2 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
- The assignment over Chapters 1-2 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.
- *The Scarlet Letter* Chapter Presentations will be scored for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Differentiation:**

Day Thirty-Two

Friday, October 5

*The Scarlet Letter* by Nathaniel Hawthorne
Group One *The Scarlet Letter* Presentation (Chapters 1-4) will be today. *The Scarlet Letter* Chapters 1-2 Questions are due on Friday, October 12.

**Objective:**
- The student will read historical texts and discuss them in class.
- The student will analyze historical texts to understand how literature from that period reflects the milieu of the day.
- The student will read and discuss early American literature.
- The student will work in a group to create a Google Presentation over American Literature.

**Resources:**
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 1-2 Questions
- Google Drive
- Schoology
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss as a class “The Custom-House” and Chapters 1-2 from *The Scarlet Letter* by Nathaniel Hawthorne.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* Chapters 1-2. The assignment will be submitted to turnitin.com on Friday, October 12.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.

**Closure:**
The students will discuss answers to *The Scarlet Letter* Chapters 1-2 Questions together as a class.

**Writing:**
- The students will complete an assignment over Chapters 1-2 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
- The assignment over Chapters 1-2 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.
- *The Scarlet Letter* Chapter Presentations will be scored for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Differentiation:**

**Week Eight**  
**Monday, October 8**  
**Professional Development Day**

**Day Thirty-Three**
Tuesday, October 9

The Scarlet Letter by Nathaniel Hawthorne

The Scarlet Letter Chapters 1-2 Questions are due on Friday, October 12.
The Scarlet Letter Chapters 3-8 Questions are due on Monday, October 22.
Read Chapters 3-8 in The Scarlet Letter by Tuesday, October 16.
Group Two The Scarlet Letter Presentation (Chapters 5-8) will be on Wednesday, October 17.

Objective:
- The student will read and discuss early American literature.
- The student will answer questions over early American literature.
- The student will work in a group to create a Google Presentation over American Literature.

Resources:
- The Scarlet Letter by Nathaniel Hawthorne online text
- The Scarlet Letter by Nathaniel Hawthorne Chapters 1-2 Questions
- The Scarlet Letter by Nathaniel Hawthorne Chapters 3-8 Questions
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss Chapter 3 “The Recognition” and Chapter 4 “The Interview” of The Scarlet Letter by Nathaniel Hawthorne together as a class.
- The students will create a Google Doc in which they will answer questions over The Scarlet Letter Chapters 1-2. The assignment will be submitted to turnitin.com on Friday, October 12.
- The students will create a Google Doc in which they will answer questions over The Scarlet Letter Chapters 3-8. The assignment will be submitted to turnitin.com on Monday, October 22.
- The students will be divided into six groups. Each group will present over four chapters of The Scarlet Letter by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.

Closure:
The students will discuss answers to The Scarlet Letter Chapters 3-8 Questions together as a class.

Writing:
- The students will complete an assignment over Chapters 1-2 in The Scarlet Letter. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.
- The students will complete an assignment over Chapters 3-8 in The Scarlet Letter. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Monday, October 22.
- The Scarlet Letter Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
- The assignment over Chapters 1-2 in The Scarlet Letter will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.
The assignment over Chapters 3-8 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Monday, October 22.

*The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Differentiation:**

**Day Thirty-Four**  
**Wednesday, October 10**  
**PSAT Test**

**Day Thirty-Five**  
**Thursday, October 11**  
*The Scarlet Letter* by Nathaniel Hawthorne  
*The Scarlet Letter* Chapters 1-2 Questions are due on Friday, October 12.  
The Scarlet Letter Chapters 3-8 Questions are due on Monday, October 22.  
Read Chapters 3-8 in *The Scarlet Letter* by Tuesday, October 16.  
Group Two *The Scarlet Letter* Presentation (Chapters 5-8) will be on Wednesday, October 17.

**Objective:**
- The student will read and discuss early American literature.
- The student will answer questions over early American literature.
- The student will work in a group to create a Google Presentation over American Literature.

**Resources:**
- *The Scarlet Letter* by Nathaniel Hawthorne online text  
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 1-2 Questions  
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 3-8 Questions  
- Schoology  
- Google Drive  
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss Chapter 5 “Hester at Her Needle” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.  
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* Chapters 1-2. The assignment will be submitted to turnitin.com on Friday, October 12.  
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* Chapters 3-8. The assignment will be submitted to turnitin.com on Monday, October 22.  
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.

**Closure:**
The students will discuss answers to *The Scarlet Letter* Chapters 3-8 Questions together as a class.

**Writing:**
- The students will complete an assignment over Chapters 1-2 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions
in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.

- The students will complete an assignment over Chapters 3-8 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Monday, October 22.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
- The assignment over Chapters 1-2 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.
- The assignment over Chapters 3-8 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Monday, October 22.
- *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Differentiation:**

**Day Thirty-Six**

**Friday, October 12**

*The Scarlet Letter* by Nathaniel Hawthorne

*The Scarlet Letter* Chapters 1-2 Questions are due today.
The Scarlet Letter Chapters 3-8 Questions are due on Monday, October 22.
Read Chapters 3-8 in *The Scarlet Letter* by Tuesday, October 16.
Group Two *The Scarlet Letter* Presentation (Chapters 5-8) will be on Wednesday, October 17.

**Objective:**
- The student will read and discuss early American literature.
- The student will answer questions over early American literature.
- The student will work in a group to create a Google Presentation over American Literature.

**Resources:**
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 1-2 Questions
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 3-8 Questions
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss Chapter 6 “Pearl” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* Chapters 1-2. The assignment will be submitted to turnitin.com on Friday, October 12.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* Chapters 3-8. The assignment will be submitted to turnitin.com on Monday, October 22.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.
Closure:
The students will discuss answers to *The Scarlet Letter* Chapters 3-8 Questions together as a class.

Writing:
- The students will complete an assignment over Chapters 1-2 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.
- The students will complete an assignment over Chapters 3-8 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Monday, October 22.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
- The assignment over Chapters 1-2 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 12.
- The assignment over Chapters 3-8 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Monday, October 22.
- *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

Differentiation:

**Week Nine**
**Day Thirty-Seven**

**Monday, October 15**

*The Scarlet Letter* by Nathaniel Hawthorne

The Scarlet Letter Chapters 3-8 Questions are due on Friday, October 19. 

Read Chapters 3-8 in *The Scarlet Letter* by Tuesday, October 16.

Group Two *The Scarlet Letter* Presentation (Chapters 5-8) will be on Wednesday, October 17.

Group Three *The Scarlet Letter* Presentation (Chapters 9-12) will be on Monday, October 22.

Objective:
- The student will read and discuss early American literature.
- The student will answer questions over early American literature.
- The student will work in a group to create a Google Presentation over American Literature.

Resources:
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 1-2 Questions
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 3-8 Questions
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will read and discuss Chapter 7 “The Governor's Hall” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* Chapters 3-8. The assignment will be submitted to turnitin.com on Monday, October 22. The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.

**Closure:**
The students will discuss answers to *The Scarlet Letter* Chapters 3-8 Questions together as a class.

**Writing:**
- The students will complete an assignment over Chapters 3-8 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Monday, October 22.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
- The assignment over Chapters 3-8 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Monday, October 22.
- *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Differentiation:**

**Day Thirty-Eight**
**Tuesday, October 16**

*The Scarlet Letter* by Nathaniel Hawthorne

The Scarlet Letter Chapters 3-8 Questions are due on Friday, October 19.

Read Chapters 3-8 in *The Scarlet Letter* by today.

Group Two *The Scarlet Letter* Presentation (Chapters 5-8) will be today.

Group Three *The Scarlet Letter* Presentation (Chapters 9-12) will be on Tuesday, October 23.

**Objective:**
- The student will read and discuss early American literature.
- The student will answer questions over early American literature.
- The student will take a test over early American Literature.
- The student will work in a group to create a Google Presentation over early American Literature.

**Resources:**
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 1-2 Questions
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 3-8 Questions
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 3-8 Test
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
- The students will take a test over chapters 3-8 of *The Scarlet Letter* by Nathaniel Hawthorne.
The students will read and discuss Chapter 8 “The Elf-Child and the Minister” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* Chapters 3-8. The assignment will be submitted to turnitin.com on Friday, October 19.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.

**Closure:**
The students will discuss answers to *The Scarlet Letter* Chapters 3-8 Questions together as a class.

**Writing:**
- The students will complete an assignment over Chapters 3-8 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 19.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
- The test over chapters 3-8 of *The Scarlet Letter* by Nathaniel Hawthorne will be scored for accuracy.
- The assignment over Chapters 3-8 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 19.
- *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Differentiation:**

**Day Thirty-Nine**
Wednesday, October 17

*The Scarlet Letter* by Nathaniel Hawthorne

The Scarlet Letter Chapters 3-8 Questions are due on Friday, October 19.

Read Chapters 9-12 of *The Scarlet Letter* by Nathaniel Hawthorne by Monday, October 22.

Group Three *The Scarlet Letter* Presentation (Chapters 9-12) will be on Tuesday, October 23.

**Objective:**
- The student will read and discuss early American literature.
- The student will answer questions over early American literature.
- The student will work in a group to create a Google Presentation over early American Literature.

**Resources:**
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 3-8 Questions
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss Chapter 9 “The Leech” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* Chapters 3-8. The assignment will be submitted to turnitin.com on Friday, October 19.

The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.

**Closure:**
The students will discuss answers to *The Scarlet Letter* Chapters 3-8 Questions together as a class.

**Writing:**
- The students will complete an assignment over Chapters 3-8 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 19.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
- The assignment over Chapters 3-8 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 19.
- *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Differentiation:**

**Day Forty**
**Thursday, October 18**

*The Scarlet Letter* by Nathaniel Hawthorne

*The Scarlet Letter* Chapters 3-8 Questions are due on Friday, October 19.

Read Chapters 9-12 of *The Scarlet Letter* by Nathaniel Hawthorne by Monday, October 22.

Group Three *The Scarlet Letter* Presentation (Chapters 9-12) will be on Tuesday, October 23.

**Objective:**
- The student will read and discuss early American literature.
- The student will answer questions over early American literature.
- The student will work in a group to create a Google Presentation over early American Literature.

**Resources:**
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 3-8 Questions
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss Chapter 10 “The Leech and His Patient” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* Chapters 3-8. The assignment will be submitted to turnitin.com on Friday, October 19.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will
cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.

Closure:
The students will discuss answers to *The Scarlet Letter* Chapters 3-8 Questions together as a class.

Writing:
- The students will complete an assignment over Chapters 3-8 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 19.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
- The assignment over Chapters 3-8 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Friday, October 19.
- *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

Differentiation:

**Day Forty-One**  
**Friday, October 19**

*The Scarlet Letter* by Nathaniel Hawthorne

The Scarlet Letter Chapters 3-8 Questions are due today.  
Read Chapters 9-12 of *The Scarlet Letter* by Nathaniel Hawthorne by Monday, October 22.  
Group Three *The Scarlet Letter* Presentation (Chapters 9-12) will be on Tuesday, October 23.

Objective:
- The student will read and discuss early American literature.
- The student will answer questions over early American literature.
- The student will work in a group to create a Google Presentation over early American Literature.

Resources:
- *The Scarlet Letter* by Nathaniel Hawthorne online text  
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 3-8 Questions  
- Schoology  
- Google Drive  
- turnitin.com

Activities/Procedures:
- The students will read and discuss Chapter 11 “The Interior of a Heart” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* Chapters 3-8. The assignment will be submitted to turnitin.com today.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.

Closure:
The students will discuss answers to *The Scarlet Letter* Chapters 3-8 Questions together as a class.

**Writing:**
- The students will complete an assignment over Chapters 3-8 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Monday, October 22.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
- The assignment over Chapters 3-8 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin today.
- *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Differentiation:**

**Week Ten**
**Day Forty-Two**
**Monday, October 22**

*The Scarlet Letter* by Nathaniel Hawthorne

*Read Chapters 9-12 of The Scarlet Letter by Nathaniel Hawthorne by today.*

*Group Three The Scarlet Letter Presentation (Chapters 9-12) will be on Tuesday, October 23.*

*Group Four The Scarlet Letter Presentation (Chapters 13-16) will be on Friday, October 26.*

**Objective:**
- The student will read and discuss early American literature.
- The student will answer questions over early American literature.
- The student will work in a group to create a Google Presentation over early American Literature.

**Resources:**
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss Chapter 12 “The Minister’s Vigil” of *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.

**Closure:**
The students will discuss answers to *The Scarlet Letter* Chapters 3-8 Questions together as a class.

**Writing:**
- The students will complete an assignment over Chapters 3-8 in *The Scarlet Letter*. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions
in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Monday, October 22.

- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
- The assignment over Chapters 3-8 in *The Scarlet Letter* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin on Monday, October 22.
- *The Scarlet Letter* Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Differentiation:**

**Day Forty-Three**
**Tuesday, October 23**

*The Scarlet Letter* by Nathaniel Hawthorne

Read Chapters 13-20 of *The Scarlet Letter* by Nathaniel Hawthorne by Monday, October 29. *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20 Questions are due on Friday, November 2.

Group Four *The Scarlet Letter* by Nathaniel Hawthorne Presentation (Chapters 13-16) will be on Friday, October 26.

Group Three *The Scarlet Letter* by Nathaniel Hawthorne Presentation (Chapters 9-12) will be today.

**Objective:**
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).
- The student will work in a group to create a Google Presentation over American Literature.

**Resources:**
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20 Questions
- Google Drive
- Schoology
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss chapters 13 “Another View of Hester” and 14 “Hester and the Physician” in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20. The assignment will be submitted to turnitin.com on Friday, October 19.

**Closure:**
The students will discuss answers to *The Scarlet Letter* Chapters 13-20 Questions together as a class.

**Writing:**
The students will complete an assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Friday, November 2.

*The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**

- The assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 2.
- *The Scarlet Letter* by Nathaniel Hawthorne Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Differentiation:**

**Day Forty-Four**

**Wednesday, October 24**

*The Scarlet Letter* by Nathaniel Hawthorne

Read Chapters 13-20 of *The Scarlet Letter* by Nathaniel Hawthorne by Monday, October 29. *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20 Questions are due on Friday, November 2.

Group Four *The Scarlet Letter* by Nathaniel Hawthorne Presentation (Chapters 13-16) will be on Friday, October 26.

**Objective:**

- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).
- The student will work in a group to create a Google Presentation over American Literature.

**Resources:**

- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20 Questions
- Google Drive
- Schoology
- turnitin.com

**Activities/Procedures:**

- The students will read and discuss chapters 15 “Hester and Pearl” and 16 “A Forest Walk” in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20. The assignment will be submitted to turnitin.com on Friday, October 19.

**Closure:**

The students will discuss answers to *The Scarlet Letter* Chapters 13-20 Questions together as a class.
Writing:
- The students will complete an assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Friday, November 2.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
- The assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 2.
- *The Scarlet Letter* by Nathaniel Hawthorne Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

Differentiation:

Day Forty-Five
Thursday, October 25
*The Scarlet Letter* by Nathaniel Hawthorne
Read Chapters 13-20 of *The Scarlet Letter* by Nathaniel Hawthorne by Monday, October 29. *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20 Questions are due on Friday, November 2.
Group Four *The Scarlet Letter* by Nathaniel Hawthorne Presentation (Chapters 13-16) will be on Friday, October 26.

Objective:
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).
- The student will work in a group to create a Google Presentation over American Literature.

Resources:
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20 Questions
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
- The students will read and discuss chapter 17 "The Pastor and the Parishioner" and 18 "A Flood of Sunshine" in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20. The assignment will be submitted to turnitin.com on Friday, October 19.

Closure:
The students will discuss answers to *The Scarlet Letter* Chapters 13-20 Questions together as a class.
Writing:
- The students will complete an assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Friday, November 2.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
- The assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 2.
- *The Scarlet Letter* by Nathaniel Hawthorne Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

Differentiation:

Day Forty-Six
Friday, October 26
*The Scarlet Letter* by Nathaniel Hawthorne

Read Chapters 13-20 of *The Scarlet Letter* by Nathaniel Hawthorne by Monday, October 29. *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20 Questions are due on Friday, November 2.

Group Four *The Scarlet Letter* by Nathaniel Hawthorne Presentation (Chapters 13-16) will be today.

Objective:
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).
- The student will work in a group to create a Google Presentation over American Literature.

Resources:
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20 Questions
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
- The students will read and discuss chapter 19 “The Child at the Brookside” in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20. The assignment will be submitted to turnitin.com on Friday, October 19.

Closure:
The students will discuss answers to *The Scarlet Letter* Chapters 13-20 Questions together as a class.
Writing:

- The students will complete an assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Friday, November 2.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:

- The assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 2.
- *The Scarlet Letter* by Nathaniel Hawthorne Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

Differentiation:

Week Eleven
Day Forty-Seven
Monday, October 29

*The Scarlet Letter* by Nathaniel Hawthorne

Read Chapters 13-20 of *The Scarlet Letter* by Nathaniel Hawthorne by today.

*The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20 Questions are due on Friday, November 2.

*The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24 Questions are due on Friday, November 9.

Group Five *The Scarlet Letter* by Nathaniel Hawthorne (Chapters 17-20) Presentation will be on Wednesday, October 31.

Objective:

- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).
- The student will work in a group to create a Google Presentation over American Literature.

Resources:

- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20 Questions
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24 Questions
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:

- The students will read and discuss chapter 20 “The Minister in a Maze” in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.
The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20. The assignment will be submitted to turnitin.com on Friday, November 2.

The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24. The assignment will be submitted to turnitin.com on Friday, November 9.

**Closure:**
The students will discuss answers to *The Scarlet Letter* Chapters 21-24 Questions together as a class.

**Writing:**
- The students will complete an assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Friday, November 2.
- The students will complete an assignment over Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Friday, November 9.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
- The assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 2.
- The assignment over Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 9.
- *The Scarlet Letter* by Nathaniel Hawthorne Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Differentiation:**

**Day Forty-eight**
**Tuesday, October 30**

*The Scarlet Letter* by Nathaniel Hawthorne


Group Five *The Scarlet Letter* by Nathaniel Hawthorne (Chapters 17-20) Presentation will be on Wednesday, October 31.

Group Six *The Scarlet Letter* by Nathaniel Hawthorne (Chapters 21-24) Presentation will be on Monday, November 5.

**Objective:**
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).
- The student will work in a group to create a Google Presentation over American Literature.
Resources:
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20 Questions
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24 Questions
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
- The students will read and discuss chapter 21 “The New England Holiday” in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20. The assignment will be submitted to turnitin.com on Friday, November 2.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24. The assignment will be submitted to turnitin.com on Friday, November 2.

Closure:
The students will discuss answers to *The Scarlet Letter* Chapters 21-24 Questions together as a class.

Writing:
- The students will complete an assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Friday, November 2.
- The students will complete an assignment over Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Friday, November 2.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
- The assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 2.
- The assignment over Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 2.
- *The Scarlet Letter* by Nathaniel Hawthorne Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

Differentiation:

Day Forty-Nine
Wednesday, October 31

*The Scarlet Letter* by Nathaniel Hawthorne

Read Chapters 21-24 of *The Scarlet Letter* by Nathaniel Hawthorne by Friday, November 2. *The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24 Questions are due on Friday, November 9.

Group Five *The Scarlet Letter* by Nathaniel Hawthorne (Chapters 17-20) Presentation will be today. Group Six *The Scarlet Letter* by Nathaniel Hawthorne (Chapters 21-24) Presentation will be on Monday, November 5.

**Objective:**
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).
- The student will work in a group to create a Google Presentation over American Literature.

**Resources:**
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20 Questions
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24 Questions
- Google Drive
- Schoology
- turnitin.com

**Activities/Procedures:**
- The students will read and discuss chapter 22 “The Procession” in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20. The assignment will be submitted to turnitin.com on Friday, November 2.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24. The assignment will be submitted to turnitin.com on Friday, November 9.

**Closure:**
The students will discuss answers to *The Scarlet Letter* Chapters 21-24 Questions together as a class.

**Writing:**
- The students will complete an assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Friday, November 2.
- The students will complete an assignment over Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 21-24 assignment to turnitin.com on Friday, November 9.
The Scarlet Letter Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
- The assignment over Chapters 13-20 in The Scarlet Letter by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 2.
- The assignment over Chapters 21-24 in The Scarlet Letter by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 9.
- The Scarlet Letter by Nathaniel Hawthorne Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

Differentiation:

Day Fifty

Thursday, November 1

The Scarlet Letter by Nathaniel Hawthorne

Read Chapters 21-24 of The Scarlet Letter by Nathaniel Hawthorne by Friday, November 2. The Scarlet Letter by Nathaniel Hawthorne Chapters 13-20 Questions are due on November 2. The Scarlet Letter by Nathaniel Hawthorne Chapters 21-24 Questions are due on Friday, November 9.

Group Six The Scarlet Letter by Nathaniel Hawthorne (Chapters 21-24) Presentation will be on Monday, November 5.

Objective:
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).
- The student will work in a group to create a Google Presentation over American Literature.

Resources:
- The Scarlet Letter by Nathaniel Hawthorne online text
- The Scarlet Letter by Nathaniel Hawthorne Chapters 13-20 Questions
- The Scarlet Letter by Nathaniel Hawthorne Chapters 21-24 Questions
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
- The students will read and discuss chapter 23 “The Revelation of the Scarlet Letter” in The Scarlet Letter by Nathaniel Hawthorne together as a class.
- The students will be divided into six groups. Each group will present over four chapters of The Scarlet Letter by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.
- The students will create a Google Doc in which they will answer questions over The Scarlet Letter by Nathaniel Hawthorne Chapters 13-20. The assignment will be submitted to turnitin.com on Friday, November 2.
- The students will create a Google Doc in which they will answer questions over The Scarlet Letter by Nathaniel Hawthorne Chapters 21-24. The assignment will be submitted to turnitin.com on Friday, November 9.

Closure:
The students will discuss answers to *The Scarlet Letter* Chapters 21-24 Questions together as a class.

**Writing:**
- The students will complete an assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Friday, November 2.
- The students will complete an assignment over Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Friday, November 9.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**
- The assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 2.
- The assignment over Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 9.
- *The Scarlet Letter* by Nathaniel Hawthorne Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Differentiation:**

**Day Fifty-One**  
**Friday, November 2**  
**Last Day of the Second Six Weeks Grading Period**  
*The Scarlet Letter* by Nathaniel Hawthorne  
Read Chapters 21-24 of *The Scarlet Letter* by Nathaniel Hawthorne by today.  
*The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20 Questions are due today.  
*The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24 Questions are due on Friday, November 9.  
Group Six *The Scarlet Letter* by Nathaniel Hawthorne (Chapters 21-24) Presentation will be on Monday, November 5.

**Objective:**
- The student will read and discuss early American fiction (novel).
- The student will write about Early American fiction (novel).
- The student will work in a group to create a Google Presentation over American Literature.

**Resources:**
- *The Scarlet Letter* by Nathaniel Hawthorne online text  
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20 Questions  
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24 Questions  
- Google Drive  
- Schoology  
- turnitin.com

**Activities/Procedures:**
● The students will read and discuss chapter 24 “Conclusion” in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.

● The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.

● The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* by Nathaniel Hawthorne Chapters 13-20. The assignment will be submitted to turnitin.com today.

● The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24. The assignment will be submitted to turnitin.com on Friday, November 9.

**Closure:**
The students will discuss answers to *The Scarlet Letter* Chapters 21-24 Questions together as a class.

**Writing:**

● The students will complete an assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Friday, November 2.

● The students will complete an assignment over Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Friday, November 9.

● *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

**Evaluation:**

● The assignment over Chapters 13-20 in *The Scarlet Letter* by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 2.

● The assignment over Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 9.

● *The Scarlet Letter* by Nathaniel Hawthorne Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

**Differentiation:**

**Week Twelve**
**Day Fifty-Two**

**Monday, November 5**

**First Day of the Third Six Weeks Grading Period**

*The Scarlet Letter* by Nathaniel Hawthorne

*The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24 Questions are due on Friday, November 9.

Group Six *The Scarlet Letter* by Nathaniel Hawthorne (Chapters 21-24) Presentation will be today.

**Objective:**
The student will read and discuss early American fiction (novel).
The student will write about Early American fiction (novel).
The student will work in a group to create a Google Presentation over American Literature.
The student will take a test over a work of early American fiction.

Resources:
- *The Scarlet Letter* by Nathaniel Hawthorne online text
- *The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24 Questions
- Google Drive
- Schoology
- turnitin.com

Activities/Procedures:
- The students will read and discuss chapter 24 “Conclusion” in *The Scarlet Letter* by Nathaniel Hawthorne together as a class.
- The students will be divided into six groups. Each group will present over four chapters of *The Scarlet Letter* by Nathaniel Hawthorne. The presentation will be made to the entire class and will cover such topics as plot development, characterization, important quotes, symbolism, theme, foreshadowing, and figurative language.
- The students will create a Google Doc in which they will answer questions over *The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24. The assignment will be submitted to turnitin.com on Friday, November 9.

Closure:
The students will discuss answers to *The Scarlet Letter* Chapters 21-24 Questions together as a class.

Writing:
- The students will complete an assignment over Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne. The assignment will be a Google Doc with an MLA Heading. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit *The Scarlet Letter* Chapters 13-20 assignment to turnitin.com on Friday, November 9.
- *The Scarlet Letter* Chapter Presentations will have complete sentences with correct capitalization, spelling, punctuation, grammar, and usage.

Evaluation:
- The *The Scarlet Letter* test will be scored for accuracy.
- The assignment over Chapters 21-24 in *The Scarlet Letter* by Nathaniel Hawthorne will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar. The students will submit the activity in turnitin.com on Friday, November 9.
- *The Scarlet Letter* by Nathaniel Hawthorne Chapter Presentations will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, and grammar.

Differentiation:

**Day Fifty-Three**
**Tuesday, November 6**

*The Crucible* by Arthur Miller

*The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24 Questions are due on Friday, November 9.

*The Crucible* by Arthur Miller Act One After Reading Questions are due on Friday, November 16.

Objective:
● The student will read about and discuss the background of a work of American drama.
● The student will read and discuss a work of American drama.
● The student will answer questions about a work of American drama.

Resources:
● *The Crucible Act One*
● Schoology
● Google Drive
● turnitin.com

Activities/Procedures:
● The students will read about and discuss *Themes across Time from The Crucible* by Arthur Miller pages 134 and 135 in the Holt McDougal American Literature Online Textbook.
● The students will begin reading *The Crucible* by Arthur Miller Act One pages 136-162 as a class.
● The students will create a Google Doc entitled *The Crucible* Act One After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:
The students will discuss answers to *The Crucible* Act One Questions together as a class.

Writing:
The students will create a Google Doc entitled *The Crucible* Act One After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
*The Crucible* Act One After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

Day Fifty-Four
Wednesday, November 7
*The Crucible* by Arthur Miller

*The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24 Questions are due on Friday, November 9.

*The Crucible* by Arthur Miller Act One After Reading Questions are due on Friday, November 16.

Objective:
● The student will read and discuss a work of American drama.
● The student will answer questions about a work of American drama.

Resources:
● *The Crucible Act One*
● Schoology
● Google Drive
● turnitin.com
Activities/Procedures:
- The students will continue reading *The Crucible* by Arthur Miller Act One pages 136-162 as a class.
- The students will create a Google Doc entitled *The Crucible* Act One After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:
The students will discuss answers to *The Crucible* Act One Questions together as a class.

Writing:
The students will create a Google Doc entitled *The Crucible* Act One After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
*The Crucible* Act One After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

Day Fifty-Five
Thursday, November 8
*The Crucible* by Arthur Miller
*The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24 Questions are due on Friday, November 9.
*The Crucible* by Arthur Miller Act One After Reading Questions are due on Friday, November 16.

Objective:
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

Resources:
- *The Crucible* Act One
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will continue reading *The Crucible* by Arthur Miller Act One pages 136-162 as a class.
- The students will create a Google Doc entitled *The Crucible* Act One After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:
The students will discuss answers to *The Crucible* Act One Questions together as a class.
Writing:
The students will create a Google Doc entitled *The Crucible* Act One After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
*The Crucible* Act One After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

Day Fifty-Six
Friday, November 9
*The Crucible* by Arthur Miller
*The Scarlet Letter* by Nathaniel Hawthorne Chapters 21-24 Questions are due today.
*The Crucible* by Arthur Miller Act One After Reading Questions are due on Friday, November 16.

Objective:
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

Resources:
- *The Crucible* Act One
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will continue reading *The Crucible by Arthur Miller* Act One pages 136-162 as a class.
- The students will create a Google Doc entitled *The Crucible* Act One After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:
The students will discuss answers to *The Crucible* Act One Questions together as a class.

Writing:
The students will create a Google Doc entitled *The Crucible* Act One After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
*The Crucible* Act One After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
Differentiation:

Week Thirteen
Day Fifty-Seven
Monday, November 12

The Crucible
by Arthur Miller

The Crucible by Arthur Miller Act One After Reading Questions are due on Friday, November 16.
The Crucible by Arthur Miller Act Two After Reading Questions are due on Friday, November 30.

Objective:

● The student will read and discuss a work of American drama.
● The student will answer questions about a work of American drama.
● The student will take a test over a work of American drama.

Resources:

● The Crucible Act One
● The Crucible Act One Test
● The Crucible Act Two
● Schoology
● Google Drive
● turnitin.com

Activities/Procedures:

● The students will begin reading The Crucible by Arthur Miller Act Two pages 164-179 as a class.
● The students will create a Google Doc entitled The Crucible Act One After Reading Questions. The students will answer The Crucible Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
● The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:
The students will discuss answers to The Crucible Act One Questions together as a class.

Writing:

● The students will create a Google Doc entitled The Crucible Act One After Reading Questions. The students will answer The Crucible Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
● The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
● The Crucible Act One After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

● The Crucible Act Two After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

Day Fifty-Eight
Tuesday, November 13

The Crucible by Arthur Miller

The Crucible by Arthur Miller Act One After Reading Questions are due on Friday, November 16. The Crucible by Arthur Miller Act Two After Reading Questions are due on Friday, November 30.

Objective:

● The student will read and discuss a work of American drama.
● The student will answer questions about a work of American drama.

Resources:

● The Crucible Act One
● The Crucible Act Two
● Schoology
● Google Drive
● turnitin.com

Activities/Procedures:

● The students will continue reading The Crucible by Arthur Miller Act Two pages 164-179 as a class.

● The students will create a Google Doc entitled The Crucible Act One After Reading Questions. The students will answer The Crucible Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

● The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:

The students will discuss answers to The Crucible Act One Questions together as a class.

Writing:

● The students will create a Google Doc entitled The Crucible Act One After Reading Questions. The students will answer The Crucible Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

● The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with
correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:

- *The Crucible* Act One After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- *The Crucible* Act Two After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

**Day Fifty-Nine**
**Wednesday, November 14**

**World of Work Expo**

*The Crucible* by Arthur Miller

*The Crucible* by Arthur Miller Act One After Reading Questions are due on Friday, November 16. *The Crucible* by Arthur Miller Act Two After Reading Questions are due on Friday, November 30.

Objective:

- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

Resources:

- *The Crucible* Act One
- *The Crucible* Act Two
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:

- The students will continue reading *The Crucible* by Arthur Miller Act Two pages 164-179 as a class.
- The students will create a Google Doc entitled *The Crucible* Act One After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled *The Crucible* Act Two After Reading Questions. The students will answer *The Crucible* Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:

The students will discuss answers to *The Crucible* Act One Questions together as a class.

Writing:

- The students will create a Google Doc entitled *The Crucible* Act One After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with
correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

- The students will create a Google Doc entitled *The Crucible* Act Two After Reading Questions. The students will answer *The Crucible* Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Evaluation:**

- *The Crucible* Act One After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- *The Crucible* Act Two After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Differentiation:**

**Day Sixty**  
**Thursday, November 15**  
*The Crucible* by Arthur Miller  

*The Crucible* by Arthur Miller Act One After Reading Questions are due on Friday, November 16.  
*The Crucible* by Arthur Miller Act Two After Reading Questions are due on Friday, November 30.

**Objective:**

- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

**Resources:**

- *The Crucible* Act One  
- *The Crucible* Act Two  
- Schoology  
- Google Drive  
- turnitin.com

**Activities/Procedures:**

- The students will continue reading *The Crucible* by Arthur Miller Act Two pages 164-179 as a class.
- The students will create a Google Doc entitled *The Crucible* Act One After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled *The Crucible* Act Two After Reading Questions. The students will answer *The Crucible* Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Closure:**

The students will discuss answers to *The Crucible* Act One Questions together as a class.

**Writing:**
- The students will create a Google Doc entitled *The Crucible* Act One After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled *The Crucible* Act Two After Reading Questions. The students will answer *The Crucible* Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Evaluation:**
- *The Crucible* Act One After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- *The Crucible* Act Two After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Differentiation:**

**Day Sixty-One**
Friday, November 16

*The Crucible* by Arthur Miller

*The Crucible* by Arthur Miller Act One After Reading Questions are due today.
*The Crucible* by Arthur Miller Act Two After Reading Questions are due on Friday, November 30.

**Objective:**
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.
- The student will take a test over a work of American drama.

**Resources:**
- *The Crucible* Act One
- *The Crucible* Act Two
- *The Crucible* Act Two Test
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
- The students will continue reading *The Crucible* by Arthur Miller Act Two pages 164-179 as a class.
- The students will take a test over *The Crucible* by Arthur Miller Act Two.
- The students will create a Google Doc entitled *The Crucible* Act One After Reading Questions. The students will answer *The Crucible* Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled *The Crucible* Act Two After Reading Questions. The students will answer *The Crucible* Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with
correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:
The students will discuss answers to The Crucible Act One Questions together as a class.

Writing:
- The students will create a Google Doc entitled The Crucible Act One After Reading Questions. The students will answer The Crucible Act One After Reading Questions 1-10 and the Bonus Question on page 163. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
- The Crucible by Arthur Miller Act Two Test will be scored for accuracy.
- The Crucible Act One After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The Crucible Act Two After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

Monday, November 19
Alternative Staff Development/Work Day

Tuesday, November 20
Alternative Staff Development/Work Day

Wednesday, November 21
Thanksgiving Break

Thursday, November 22
Thanksgiving Day

Friday, November 23
Thanksgiving Break

Week Fourteen
Day Sixty-Two

Monday, November 26
The Crucible by Arthur Miller
The Crucible by Arthur Miller Act Two After Reading Questions are due on Friday, November 30.
The Crucible by Arthur Miller Act Three After Reading Questions are due on Friday, December 7.
Objective:
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

Resources:
- *The Crucible Act Two*
- *The Crucible Act Three*
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will begin reading *The Crucible* by Arthur Miller Act Three pages 180-198 as a class.
- The students will create a Google Doc entitled *The Crucible Act Two After Reading Questions*. The students will answer *The Crucible Act Two After Reading Questions* 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled *The Crucible Act Three After Reading Questions*. The students will answer *The Crucible Act Three After Reading Questions* 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:
The students will discuss answers to *The Crucible* Act Two Questions together as a class.

Writing:
- The students will create a Google Doc entitled *The Crucible Act Two After Reading Questions*. The students will answer *The Crucible Act Two After Reading Questions* 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled *The Crucible Act Three After Reading Questions*. The students will answer *The Crucible Act Three After Reading Questions* 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
- *The Crucible Act Two After Reading Questions* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- *The Crucible Act Three After Reading Questions* will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

Day Sixty-Three
Tuesday, November 27
The Crucible by Arthur Miller

The Crucible by Arthur Miller Act Two After Reading Questions are due on Friday, November 30.
The Crucible by Arthur Miller Act Three After Reading Questions are due on Friday, December 7.

Objective:
● The student will read and discuss a work of American drama.
● The student will answer questions about a work of American drama.

Resources:
● The Crucible Act Two
● The Crucible Act Three
● Schoology
● Google Drive
● turnitin.com

Activities/Procedures:
● The students will continue reading The Crucible by Arthur Miller Act Three pages 180-198 as a class.
● The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
● The students will create a Google Doc entitled The Crucible Act Three After Reading Questions. The students will answer The Crucible Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:
The students will discuss answers to The Crucible Act Two Questions together as a class.

Writing:
● The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
● The students will create a Google Doc entitled The Crucible Act Three After Reading Questions. The students will answer The Crucible Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
● The Crucible Act Two After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
● The Crucible Act Three After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:
Day Sixty-Four
Wednesday, November 28
The Crucible by Arthur Miller
The Crucible by Arthur Miller Act Two After Reading Questions are due on Friday, November 30. The Crucible by Arthur Miller Act Three After Reading Questions are due on Friday, December 7.

Objective:
● The student will read and discuss a work of American drama.
● The student will answer questions about a work of American drama.

Resources:
● The Crucible Act Two
● The Crucible Act Three
● Schoology
● Google Drive
● turnitin.com

Activities/Procedures:
● The students will continue reading The Crucible by Arthur Miller Act Three pages 180-198 as a class.
● The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
● The students will create a Google Doc entitled The Crucible Act Three After Reading Questions. The students will answer The Crucible Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:
The students will discuss answers to The Crucible Act Two Questions together as a class.

Writing:
● The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
● The students will create a Google Doc entitled The Crucible Act Three After Reading Questions. The students will answer The Crucible Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
● The Crucible Act Two After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
The Crucible Act Three After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

Day Sixty-Five
Thursday, November 29
The Crucible by Arthur Miller
The Crucible by Arthur Miller Act Two After Reading Questions are due on Friday, November 30. The Crucible by Arthur Miller Act Three After Reading Questions are due on Friday, December 7.

Objective:
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

Resources:
- The Crucible Act Two
- The Crucible Act Three
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will continue reading The Crucible by Arthur Miller Act Three pages 180-198 as a class.
- The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled The Crucible Act Three After Reading Questions. The students will answer The Crucible Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:
The students will discuss answers to The Crucible Act Two Questions together as a class.

Writing:
- The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled The Crucible Act Three After Reading Questions. The students will answer The Crucible Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
• The Crucible Act Two After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
• The Crucible Act Three After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

Day Sixty-Six
Friday, November 30
The Crucible by Arthur Miller
The Crucible by Arthur Miller Act Two After Reading Questions are due today.
The Crucible by Arthur Miller Act Three After Reading Questions are due on Friday, December 7.

Objective:
• The student will read and discuss a work of American drama.
• The student will answer questions about a work of American drama.
• The student will take a test over a work of American drama.

Resources:
• The Crucible Act Two
• The Crucible Act Three Test
• The Crucible Act Three
• Schoology
• Google Drive
• turnitin.com

Activities/Procedures:
• The students will take a test over The Crucible by Arthur Miller Act Three.
• The students will continue reading The Crucible by Arthur Miller Act Three pages 180-198 as a class.
• The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
• The students will create a Google Doc entitled The Crucible Act Three After Reading Questions. The students will answer The Crucible Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:
The students will discuss answers to The Crucible Act Two Questions together as a class.

Writing:
• The students will create a Google Doc entitled The Crucible Act Two After Reading Questions. The students will answer The Crucible Act Two After Reading Questions 1-10 and the Bonus Question on page 179. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
• The students will create a Google Doc entitled *The Crucible* Act Three After Reading Questions. The students will answer *The Crucible* Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Evaluation:**
• The test over *The Crucible* by Arthur Miller Act Three will be scored for accuracy.
• *The Crucible* Act Two After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
• *The Crucible* Act Three After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Differentiation:**

**Week Fifteen**
**Day Sixty-Seven**
**Monday, December 3**

*The Crucible* by Arthur Miller

*The Crucible* by Arthur Miller Act Three After Reading Questions are due on Friday, December 7. *The Crucible* by Arthur Miller Act Four After Reading Questions are due on Friday, December 14.

**Objective:**
• The student will read and discuss a work of American drama.
• The student will answer questions about a work of American drama.
• The student will take a test over a work of American drama.

**Resources:**
• *The Crucible* Act Three
• *The Crucible* Act Four
• Schoology
• Google Drive
• turnitin.com

**Activities/Procedures:**
• The students will begin reading *The Crucible* by Arthur Miller Act Four pages 200-212 as a class.
• The students will create a Google Doc entitled *The Crucible* Act Three After Reading Questions. The students will answer *The Crucible* Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
• The students will create a Google Doc entitled *The Crucible* Act Four After Reading Questions. The students will answer *The Crucible* Act Four After Reading Questions 1-10 and the Bonus Question on page 213. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Closure:**
The students will discuss answers to *The Crucible* Act Three Questions together as a class.

**Writing:**
The students will create a Google Doc entitled *The Crucible* Act Three After Reading Questions. The students will answer *The Crucible* Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

The students will create a Google Doc entitled *The Crucible* Act Four After Reading Questions. The students will answer *The Crucible* Act Four After Reading Questions 1-10 and the Bonus Question on page 213. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Evaluation:**
- *The Crucible* Act Three After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- *The Crucible* Act Four After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Differentiation:**

**Day Sixty-Eight**

**Tuesday, December 4**

*The Crucible* by Arthur Miller

*The Crucible* by Arthur Miller Act Three After Reading Questions are due on Friday, December 7. *The Crucible* by Arthur Miller Act Four After Reading Questions are due on Friday, December 14.

**Objective:**
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

**Resources:**
- *The Crucible* Act Three
- *The Crucible* Act Four
- Schoology
- Google Drive
- turnitin.com

**Activities/Procedures:**
- The students will begin reading *The Crucible* by Arthur Miller Act Four pages 200-212 as a class.
- The students will create a Google Doc entitled *The Crucible* Act Three After Reading Questions. The students will answer *The Crucible* Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled *The Crucible* Act Four After Reading Questions. The students will answer *The Crucible* Act Four After Reading Questions 1-10 and the Bonus Question on page 213. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

**Closure:**
The students will discuss answers to *The Crucible* Act Three Questions together as a class.
Writing:

- The students will create a Google Doc entitled *The Crucible* Act Three After Reading Questions. The students will answer *The Crucible* Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled *The Crucible* Act Four After Reading Questions. The students will answer *The Crucible* Act Four After Reading Questions 1-10 and the Bonus Question on page 213. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:

- *The Crucible* Act Three After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- *The Crucible* Act Four After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

Day Sixty-Nine

Wednesday, December 5

*The Crucible* by Arthur Miller

*The Crucible* by Arthur Miller Act Three After Reading Questions are due on Friday, December 7. *The Crucible* by Arthur Miller Act Four After Reading Questions are due on Friday, December 14.

Objective:

- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

Resources:

- *The Crucible* Act Three
- *The Crucible* Act Four
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:

- The students will begin reading *The Crucible* by Arthur Miller Act Four pages 200-212 as a class.
- The students will create a Google Doc entitled *The Crucible* Act Three After Reading Questions. The students will answer *The Crucible* Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled *The Crucible* Act Four After Reading Questions. The students will answer *The Crucible* Act Four After Reading Questions 1-10 and the Bonus Question on page 213. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
Closure:
The students will discuss answers to *The Crucible* Act Three Questions together as a class.

Writing:
- The students will create a Google Doc entitled *The Crucible* Act Three After Reading Questions. The students will answer *The Crucible* Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled *The Crucible* Act Four After Reading Questions. The students will answer *The Crucible* Act Four After Reading Questions 1-10 and the Bonus Question on page 213. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
- *The Crucible* Act Three After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- *The Crucible* Act Four After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

**Day Seventy**  
**Thursday, December 6**  
*The Crucible* by Arthur Miller  
*The Crucible* by Arthur Miller Act Three After Reading Questions are due on Friday, December 7.  
*The Crucible* by Arthur Miller Act Four After Reading Questions are due on Friday, December 14.

Objective:
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.

Resources:
- *The Crucible* Act Three  
- *The Crucible* Act Four  
- Schoology  
- Google Drive  
- turnitin.com

Activities/Procedures:
- The students will begin reading *The Crucible* by Arthur Miller Act Four pages 200-212 as a class.
- The students will create a Google Doc entitled *The Crucible* Act Three After Reading Questions. The students will answer *The Crucible* Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled *The Crucible* Act Four After Reading Questions. The students will answer *The Crucible* Act Four After Reading Questions 1-10 and the Bonus Question on page 213. The students will answer the questions in complete sentences with
correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:
The students will discuss answers to *The Crucible* Act Three Questions together as a class.

Writing:
- The students will create a Google Doc entitled *The Crucible* Act Three After Reading Questions. The students will answer *The Crucible* Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled *The Crucible* Act Four After Reading Questions. The students will answer *The Crucible* Act Four After Reading Questions 1-10 and the Bonus Question on page 213. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
- *The Crucible* Act Three After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- *The Crucible* Act Four After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

Day Seventy-One
Friday, December 7

*The Crucible* by Arthur Miller

*The Crucible* by Arthur Miller Act Three After Reading Questions are due today.
*The Crucible* by Arthur Miller Act Four After Reading Questions are due on Friday, December 14.

Objective:
- The student will read and discuss a work of American drama.
- The student will answer questions about a work of American drama.
- The student will take a test over a work of American drama.

Resources:
- *The Crucible* Act Three
- *The Crucible* Act Four
- *The Crucible* Act Four Test
- Schoology
- Google Drive
- turnitin.com

Activities/Procedures:
- The students will take a test over *The Crucible* by Arthur Miller Act Four.
- The students will begin reading *The Crucible* by Arthur Miller Act Four pages 200-212 as a class.
- The students will create a Google Doc entitled *The Crucible* Act Three After Reading Questions. The students will answer *The Crucible* Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with
correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

- The students will create a Google Doc entitled The Crucible Act Four After Reading Questions. The students will answer The Crucible Act Four After Reading Questions 1-10 and the Bonus Question on page 213. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Closure:
The students will discuss answers to The Crucible Act Three Questions together as a class.

Writing:
- The students will create a Google Doc entitled The Crucible Act Three After Reading Questions. The students will answer The Crucible Act Three After Reading Questions 1-9 and the Bonus Question on page 199. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The students will create a Google Doc entitled The Crucible Act Four After Reading Questions. The students will answer The Crucible Act Four After Reading Questions 1-10 and the Bonus Question on page 213. The students will answer the questions in complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Evaluation:
- The Crucible by Arthur Miller Act Four Test will be scored for accuracy.
- The Crucible Act Three After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.
- The Crucible Act Four After Reading Questions will be graded for content and for complete sentences with correct capitalization, spelling, punctuation, grammar, and usage. The students will submit the questions to turnitin.com.

Differentiation:

Week Fifteen
Day Seventy-Two
Monday, December 10

Day Seventy-Three
Tuesday, December 11

Day Seventy-Four
Wednesday, December 12

Day Seventy-Five
Thursday, December 13
Day Seventy-Six  
Friday, December 14  
Last Day of Classes at Angelo State University

Week Sixteen  
Day Seventy-Seven  
Monday, December 17

Day Seventy-Eight  
Tuesday, December 18

Day Seventy-Nine  
Wednesday, December 19

Day Eighty  
Thursday, December 20  
Instructional Early Release Day

Day Eighty-One  
Friday, December 21  
Instructional Early Release Day  
Last Day of the Third Six Weeks Grading Period